DOCUMENT RESUME

ED 300 669 CE 051 376

TITLE	Procurement Career Management Handbook.
INSTITUTION	Department of the Treasury, Washington, D.C.
REPORT NO	TD-P-70-06-G
PUB DATE	Aug 88
NOTE	55p.
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Adult Education; *Career Counseling; *Career Development; *Cooperative Education; *Government Employees; Internship Programs; *Management Development; *Professional Continuing Education; Skill Development
IDENTIFIERS	*Procurement Personnel

ABSTRACT

This handbook is the result of the Treasury Department's efforts to increase professionalism among its procurement employees nationwide through its Procurement Career Management Program. First, the scope and objectives of the Procurement Career Management Program are discussed. The remaining sections of the handbook deal with the following program components: career counseling and assessment, treasury procurement internships, the career development program, the contracting officers warrant program, the procurement student cooperative programs, the Treasury Acquisition Career System (TRAC), and the procurement career management board. A list of pertinent definitions and the following exhibits are also included: a summary of training requirements, a sample individual development plan, a sample cooperative education agreement, a list of university cooperative extension programs, the TRAC questionnaire format, and instructions for completing the TRAC questionnaire. (MN)

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Procurement Career Management Handbook

August 1988

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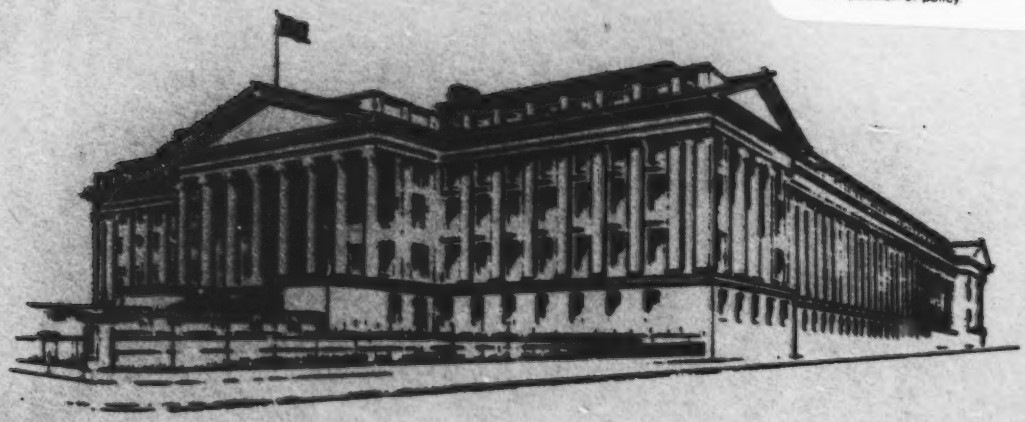

Department of the Treasury

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PROCUREMENT CAREER MANAGEMENT HANDBOOK

Department of the Treasury

AUG 1988

FOREWORD

In March of 1986, the Department launched a "Procurement Career Development Program," to increase the level of procurement professionalism throughout Treasury. Due to the enthusiastic support of our bureaus and the success of the initial endeavors of the Program, it has grown in scope to a full-scale "Career Management Program," embracing the full complement of procurement, personnel, and management initiatives integral to the concept of career management.

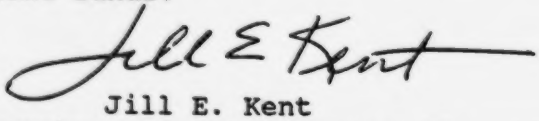
At the issuance of this expanded and updated handbook, we have 600 procurement employees nationwide focusing on career professionalism, a staff of interns, an in-house procurement training team, an active Procurement Career Management Board, a career management information system, and a team of bureau officials and managers enlightened to the advantages of procurement career management: A professional workforce is the key to improving the quality, effectiveness, and efficiency of procurement operations.

The procurement organization plays an important role in the business management of the bureau, and contracting personnel must be proficient in making wise business decisions that meet current procurement laws and regulations. Procurement workforce professionalism issues have been emphasized by both the Legislative and Executive branches. Specifically, section 16(4) of P.L. 98-191 and section 1(h) of E.O. 12352 direct the head of each executive agency to establish career management programs for contracting personnel to assure a highly qualified and professional procurement workforce.

This Procurement Career Management Handbook serves as the Department's implementation of the Legislative and Executive mandates, and places responsibility upon bureau managers to help ensure that the spirit and the letter of these directives are followed.

While not guaranteeing promotions, the Procurement Career Management Program, through a combination of developmental assignments and classroom training best suited to bureau needs, provides individuals an opportunity to improve their level of expertise and to better compete for advancement.

By continuing to work together toward the common goal of increasing the level of procurement professionalism, each of us can have a positive influence on improving the quality of Treasury contracts, which will result in more effective expenditures of procurement funds.



Jill E. Kent
Assistant Secretary of the Treasury (Management)

TABLE OF CONTENTS

Topic	Chapter
Foreword	i
Definitions	1
Scope and Overview	2
Career Counseling and Assessment	3
Treasury Procurement Internships	4
Career Development Program	5
Contracting Officers Warrant Program	6
Procurement Student Cooperative Program	7
Treasury Acquisition Career System (TRAC)	8
Procurement Career Management Board	9

Exhibits

Summary of Training Requirements	2-A
Sample Individual Development Plan	3-A
Sample Cooperative Education Agreement	7-A
List of University Cooperative Education Programs	7-B
TRAC Questionnaire Format	8-A
Instructions for Completion of TRAC Questionnaire	8-B

CHAPTER 1

DEFINITIONS

Appointing Authority - Any bureau official delegated the authority to appoint contracting officers by Treasury Directive 12-11 and redelegation orders issued pursuant thereto and in accordance with Section 1001.670 of the TAPR.

Bureau Chief Procurement Office (BCPO) - The senior procurement officer of each bureau's headquarters, as defined by TAPR Section 1002.79.

Career Assessment and Counseling - A process by which the supervisor and the employee constructively and realistically assess the employee's program-related career goals and development needs, and the supervisor gives guidance on planning alternatives to achieve the goals.

Career Development - The development of employee potential by integrating needs of the bureau with the capabilities, needs, interests, and aptitudes of employees. This development is achieved through planned, organized, and systematic training designed to meet organization objectives and accomplished through work assignment, job rotation, training, education and self-improvement. Career development is one portion of the overall career management function, and is the title of the Handbook Chapter dealing with classroom and on-the-job training of the majority of Treasury procurement employees.

Career Levels - Groupings by grade level ranges (entry, intermediate, senior) that provide the framework for overall training and development planning and progression within a career field. While bureaus may vary in the grade levels each associates with the three career levels, for the purposes of Procurement Career Management the Career Levels are defined as follows: Entry Level includes GS grades 5 through 8, Intermediate Level includes GS grades 9 through 12, and Senior Level includes grades GS/GM 13 and above.

Contracting Officer (CO) - Any person, who by appointment in accordance with the Treasury Acquisition/Procurement Regulation (TAPR), is authorized to enter into, terminate, administer, and make determinations and findings with respect to contracts.

Treasury bureau. Treasury procurement cooperative education programs shall be conducted in accordance with a working agreement between a 4-year college or an accredited educational institution of higher learning and the bureau.

Cooperative Education Student - A student enrolled in a qualifying college or university, who alternates period of employment-related study with periods of study-related employment to which he or she is appointed under appropriate regulations in a Treasury cooperative education program.

Hours - Hours credited under any of the segments of the Program are the number of hours spent in class (and not semester-hours, as college credits shall be the number of hours actually spent in each class, generally 40 hours for a 3 semester-hour course). Employees shall self-certify training hours when preparing TRAC records, IDPs, or other training reports.

Manager, Procurement Career Programs - The individual in the Departmental Office of Procurement with full-time responsibility for day-to-day management of the Procurement Career Management Program.

Procurement Career Management - The continuing process by which employees in procurement career fields are recruited, developed, and retained to ensure an effective, efficient, and professional work force to support Departmental and bureau missions.

Professional - A person engaged in an occupation that requires extensive education or training pertinent to the field. A professional exercises discretion, judgment, and personal responsibility for the application of an organized body of knowledge that is constantly studied to make new discoveries and interpretations, and to improve the data, the materials, and the methods. In addition, for Treasury procurement professionals, high standards of conduct regarding ethics, judgment, and discretion in behavior are essential.

Qualifying College or University - An institution of higher learning which meets the specifications of Handbook X-118, Part II, Section III, Crediting Education; has a cooperative education program for baccalaureate or graduate level students; and

- o requires a relationship between the student's work experience and his or her major graduate study program(s);

- o requires the work-study assignment and/or awards course credits for such assignment;

o demonstrates a willingness to maintain a cooperative and continuing relationship with Department of the Treasury bureaus to ensure that program objectives and standards are met.

Treasury Acquisition/Procurement Regulation (TAPR) - A directive containing Treasury procurement policies, functions, procedures and responsibilities which implement and supplement the Federal Acquisition Regulation (FAR) [which is codified under 48 CFR, Chapter 1 and issued as a separate regulation under TD 70-06.1].

Warrant - A delegation of contracting officer authority, prepared on a Standard Form 1402, "Certificate of Appointment," which allows the named individual to commit the Government to the buying of goods or services, and to the obligation of funds, subject to any limitations expressed in the warrant.

CHAPTER 2

SCOPE AND OVERVIEW

OBJECTIVES

The Procurement Career Management Program is established to:

o Meet the Department's needs for professional contracting and purchasing personnel and to provide, on a planned systematic basis, highly qualified candidates for senior contracting and procurement positions as they become vacant.

o Increase the proficiency of Treasury contracting and purchasing employees and to provide opportunities for broadening their procurement experience and progression, commensurate with their abilities to perform current and future Treasury contracting functions.

o Encourage employees who desire a procurement career to develop their capabilities by stimulating them to engage in self-development activities.

The Procurement Career Management Program does not guarantee that anyone fulfulling all the training requirements for his or her level will be promoted to the next level; nor does it suggest that knowledge, skills, and abilities will be acquired solely through formal classroom training.

SCOPE

As indicated by Task Group Six in its guidance on establishing procurement career management programs,[1] the Senate Report on P.L. 98-191 defines the scope of procurement career management programs. Training, education, classification, workforce planning and analysis, recruitment and selection, intern and trainee programs, performance appraisal, and certification of contracting officer qualifications--combined and integrated in a systematic program-constitute a career management program.

Further, while procurement career management programs must be fully compliant with the policies and standards established by

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[1]Task Group 6 was an executive agency working group established to write implementing guidelines for the Executive Order and Public Law directives on procurement career management. In 1985, the Task Group issued its Guidance on Establishing Procurement Career Management Programs.

the Office of Personnel Management as part of the Federal personnel system, the Congress holds agency Procurement Executives fully and directly accountable for the performance and quality of the procurement workforce.

At Treasury, this delicate hybrid of procurement and personnel functions works effectively because of close coordination and cooperation between the Departmental Offices of Procurement and Personnel.

APPLICABILITY

Treasury's Procurement Career Management Program is required for all permanent full-time employees who are serving under career or career-conditional appointments in the competitive service and who occupy contracting and purchasing positions at grades GS-5 and above in the following Civil Service classification series:

- GS/GM 1102 Contract Specialist or Analyst
- GS 1105 Purchasing Agent
- Any other series, when 50% or more of the duties and responsibilities involve pre- or post-award contracting and purchasing functions and the duties performed meet the experience qualifications for entry into one of the series listed above (Management officials who employ personnel who dedicate 50% or more of their time to procurement matters should consider converting such staff to the 1102 or 1105 classification series.)

SYNOPSIS OF PROGRAM

The remaining chapters in the handbook discuss the following topics:

- Career assessment and counseling are essential to this Program, and the importance of these responsibilities on a continuing basis is emphasized in Chapter 3.

- The procurement internships, described in Chapter 4, are established to select and develop high-potential individuals to full performance level as prime candidates for future senior positions of responsibility.

- The Career Development Program segment presented in Chapter 5 provides minimum standards and development guidelines

for all individuals to encourage training and to fulfill work-related goals of Treasury employees.

o The Contracting Officers Warrant Program, delineated in Chapter 6, assures that only fully qualified persons will be delegated signatory authority to obligate the Department in the expenditure of public funds.

o In Chapter 7, guidelines are provided for a voluntary Procurement Student Cooperative Program that bureaus are encouraged to participate in with colleges and universities.

o The Treasury Acquisition Career System (TRAC) is described in Chapter 8 as a management tool designed to assist individual procurement specialists as well as Departmental and bureau management to plan for training and other workforce needs.

o The establishment of a Treasury Procurement Career Management Board is discussed in Chapter 9, as is its role in monitoring and managing the Program.

EVALUATION REQUIREMENTS

The Career Management Program will be continually evaluated by contracting and purchasing managers at all levels. Evaluations will be accomplished by review of management information reports and the Treasury Staff Assistance Program or other reviews conducted by the Department's Office of Procurement, to determine whether the Program's objectives and mandatory training requirements are being accomplished. Each bureau will be required to submit a report on all aspects of the operations of this Program. The Treasury Procurement Career Management Board will establish a due date each year for this report.

SUMMARY OF TRAINING REQUIREMENTS

PROGRAM SEGMENT	HOURS	ADDITIONAL REQUIREMENTS
Internships	336	2 year program 5/7/9 level competitive selection rotating assignments
Career Development		
Entry Level	112	40 hours maintenance every 2 years
	+	
Intermediate Level	160	40 hours maintenance every 2 years
Senior Level	-	40 hours maintenance every 2 years
Total hours	272	
Purchasing Agents	112	
Contracting Officers		
Level 1 ($25,000)	112	18 mos. experience college degree desirable
	+	40 hours maintenance every 2 years at least 50% contracting
Level 2 ($100,000)	160	3 yrs. experience college degree desirable
	+	40 hours maintenance every 2 years at least 75% contracting
Level 3 (over $100,000)	120	5 yrs. experience college degree desirable 40 hours maintenance every 2 years 100% contracting
Total hours	392	

EXHIBIT 2-A

CHAPTER 3

CAREER COUNSELING AND ASSESSMENT

OBJECTIVE

Career counseling and assessment provide periodic consultation, planning, and feedback on employee potential for further development and advancement. These actions establish an orderly career progression plan for training and developmental assignments necessary for advancement in the procurement field and record employee availability and capability for assignment to other procurement positions within the Department. Career assessment is separate and distinct from the performance appraisal function.

Career counseling and assessment are day-to-day responsibilities, not periodic requirements. However, formal counseling and assessment must be accomplished and documented at least annually. All contracting and purchasing employees are to be provided career counseling, regardless of grade level or position.

The assessment process is a combined effort involving the employee, the supervisor, and the personnel management specialist, if appropriate. The assessment shall be a part of the documentation of the individual development plan (IDP) for each employee. Although the bureau personnel offices and first-line supervisors are to assure that the IDP is developed for each employee, the ultimate responsibility rests with the first-line supervisor.

INDIVIDUAL DEVELOPMENT PLANS (IDPs)

IDPs shall be developed for all Treasury contracting and purchasing personnel. The TRAC file (see Chapter 8) for a particular employee is a useful tool for developing an IDP for that employee, and is available upon request of the employee or supervisor from the Manager, Procurement Career Programs. Bureau Chief Procurement Officers shall ensure that their staff supervisors develop IDPs in accordance with any guidelines provided by bureau personnel offices. The specific educational background and experience of each employee should be considered when developing IDPs.

Training objectives must be identified to ensure for a planned, systematic and comprehensive training experience. An IDP is not meant to be an inflexible training schedule. It may be adjusted to accommodate employee progress and organizational needs.

Except for IDPs for procurement interns, which are covered in Chapter 4, the following guidelines should assist supervisors and employees for establishing their plans:
An IDP should not be a lengthy document, but should have the following characteristics:

- generally be for a 2- or 3-year period and reviewed annually;
- encourage employee's self-development activities;
- establish plans for developmental assignments;
- indicate at least short-range career goals;
- schedule classroom training over the full period of the IDP; and
- provide for evaluation of progress and necessary adjustments for the remainder of the IDP period.

A sample Individual Development Plan format is provided as an Exhibit to this Chapter.

SUPERVISOR RESPONSIBILITIES

Each first-line supervisor of contracting and purchasing personnel is required to:

- Review annually employee progress against the IDP and document progress.
- Evaluate annually employee potential for development.
- Counsel employees at least annually to enhance further personal development, obtaining participation of appropriate officials, when necessary.
- Consider allowing employees to attend personal development courses, such as public speaking and time management, when determined to be to the advantage of the organization as well as the individual.

EMPLOYEE RESPONSIBILITIES

Each employee performing contracting and purchasing duties is expected to:

- o Recognize his/her own aptitudes, strengths, and developmental needs and request training and developmental assignments to meet those needs as specified in his/her IDP.

- o Consider his/her development in terms of personal career goals, which may include assignments to other positions within the bureau and other organizations of the Department of the Treasury.

- o Consider taking appropriate self-development courses such as public speaking and time management at his or her own initiative.

CAREER ADVISOR RESPONSIBILITIES

The Departmental Office of Procurement will assume the role of career advisor, and will issue each year to all BCPOs a compendium of courses available in the Washington, DC metropolitan areas and in major field procurement office cities. In addition, catalogs and brochures on self-development and non-procurement courses will be maintained in the Departmental Office of Procurement.

INDIVIDUAL DEVELOPMENT PLAN

1. EMPLOYEE *(Name and Social Security Number)*	2. POSITION AND GRADE	3. ORGANIZATION	4. ROOM 5. TELEPHONE NUMBER

6. CAREER GOALS	7. TRAINING AND/OR DEVELOPMENT ASSIGNMENTS REQUIRED FOR:
a. SHORT RANGE *(1 year)*	☐ Skills Development ☐ Pre-SES Executive and Mgmt. Dev.
b. LONG RANGE *(2-5 years)*	☐ Supervisory Development ☐ SES Incumbent Development ☐ Upward Mobility *(CADE)* ☐ Other *(specify)*

8. DESCRIPTION OF PROJECTED TRAINING OR DEVELOPMENTAL ASSIGNMENT	9. DATES OR FY QUARTER	10. SOURCE OF TRAINING OR LOCATION OF ASSIGN.	11. DEVELOPMENTAL OBJECTIVES	12. TUITION COST & FEES	13. TOTAL HOURS

14. LIST ANY OS SUPPORTED TRAINING OR DEVELOPMENT RECEIVED DURING PAST TWO YEARS *(Title, Source, Date) Use reverse side if additional space is needed*	15. SIGNATURE *(Employee)*	DATE
	16. SIGNATURE *(Supervisor)*	DATE

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Exhibit 3-A

EXHIBIT 3-A

INSTRUCTIONS

This form is to be prepared jointly by the employee and the supervisor preferably as a result of a performance appraisal discussion.

1. Enter employee's full name and Social Security Number.
2. Enter employee's current position title and grade.
3. Enter name of employee's office within OS; e.g., Assistant Secretary (Enforcement and Operations).

4-5. Enter employee's room and telephone numbers.

6. Enter employee's career goals; specify position title and grades if applicable.
7. Check the block indicating the broad purpose of the training or developmental assignment.

8-13. Enter specific instructions, if known, covering the training or development period.

14. List OS supported training or development received during the past two years. If additional space is needed, use the Remarks area.
15. Employee should sign and date.
16. Supervisor should sign and date.
17. Remarks area—Use this space for miscellaneous remarks or to indicate that no further career development is desired or needed at present.

NOTE: A copy of the IDP should be given to the employee and the original should be kept by the supervisor. In addition, a copy of the IDP should be forwarded to the Training Operations Branch for review and filing. Approval of a *non-government* training request within OS is tied to the employee's IDP. If a copy of the IDP has not been forwarded to the Training Operations Branch, it should be attached to the first Training Request Form (OF 170 or SF 182) submitted for the employee.

PRIVACY ACT STATEMENT: The following statement is provided pursuant to 5 USC 522a(e) (3).

1. AUTHORITY FOR COLLECTION OF INFORMATION: 5 USC 301, 5USC 4118, 42 USC 4748 and E.O. 11348.
2. PURPOSE: The Individual development Plan provides data for use of the employee, management officials, and persons responsible for training and employee development activities.
3. ROUTINE USE(S): Information is used in determining the training and development needs, establishing and operating training programs, determining the method and extent of training, providing a basis for career counselling and providing a source of dates for appropriate administration or training activities and programs.
4. EFFECT OF NOT PROVIDING THE INFORMATION: If all or part of the information requested is not provided your opportunity to participate in training and/or career developmental activities may be denied or limited.

REMARKS:

CHAPTER 4

TREASURY PROCUREMENT INTERNSHIPS

OBJECTIVE

Procurement internships are established to train and qualify GS-5 and GS-7 entry level employees to become full-performance professionals. This process will normally take a minimum of two years. The purpose of the internships is to develop a group of trained, highly-qualified professionals who will enhance the Department's procurement workforce, and who will be technically capable of competing for higher-level work as experienced specialists.

STRUCTURE

The intern program is a Departmentally-managed, bureau-funded program whereby a small group of select, high-potential individuals will be provided in-depth training and rotational assignments of 2 to 6 months with at least half of the Treasury bureaus. Interns will be employees of the Departmental Office of Procurement throughout their internships. The hiring of interns will be staggered to facilitate competitive placement of interns in bureau positions at the end of the two-year program.

RESPONSIBILITIES

Responsibilities for the intern segment are distributed among several individuals and organizations:

- The Director, Departmental Office of Procurement, as the Procurement Executive, has overall responsibility for Treasury's Procurement Career Management Program in accordance with E.O. 12352 and P.L. 98-191 and supervises the Manager, Procurement Career Programs. The Procurement Executive is the approving official for selection of interns.

- The Manager, Procurement Career Programs, is the selecting official and supervisor of the interns, responsible for preparing IDPs, coordinating intern training and assignments, and management of the intern program on a day-to-day basis. The Manager will issue a report as needed to apprise bureaus of upcoming interns who are completing their internships and include separation projections, so that bureaus can plan recruitment actions and prepare to enter interns onto their rolls.

o The Director of Personnel will provide advice and guidance to the Director, Departmental Office of Procurement on the management of this segment of the Procurement Career Management Program.

o Bureau Chief Procurement Officers are responsible for administering their respective bureaus' implementation of this segment within the framework established herein. Guidelines implementing these responsibilities should be issued by BCPOs, with assistance from bureau personnel offices, if needed, and the clearance of the Manager, Procurement Career Programs.

o Interns are responsible for adhering to the procedures outlined in this handbook and any implementing instructions issued by the Department or bureaus. Interns are expected to display at all times high standards of professional and ethical conduct as well as a sense of procurement professionalism appropriate to the Departmental Office of Procurement. In addition, upon completion of the Intern Program, interns are committed to continued service within Treasury for a period equal to the length of their internship.

RECRUITMENT AND SELECTION

Interns will be recruited from all sources in the Washington Metropolitan area, including merit promotion from within Treasury as well as from outside the Department and outside the Federal Government. Special efforts will be made to recruit imminent or recent outstanding scholar graduates from colleges and universities. Selections will be on a competitive basis with at least one bureau Procurement Career Management Board member participating on the rating panel and in the interviews.

INDIVIDUAL DEVELOPMENT PLANS

IDPs will be established to schedule formal classroom training and bureau assignments for the 2-year internship. In addition to an overall IDP, with each bureau rotational assignment an agreement will be established between the BCPO and the Procurement Career Program Manager to expose the intern to specific experiences designed to develop predetermined competencies in the contract specialist career field.

The intern IDPs must address the following specific factors:

o A statement of objectives, including a general identification of any target positions and a plan of progression for increased topical knowledge to be gained;

o A general description of planned work assignments and subject matter exposure. This should include: a checklist of events of training and job experiences to which the employee should be exposed; a list of formal training courses that the employee will take to satisfy his or her current and target career levels; a schedule of rotational assignments; and, a schedule of presentations to management covering special projects assigned; and

o Documentation of counseling and assessment of the employee's progress toward stated goals.

CAREER COUNSELING AND ASSESSMENT

Interns will meet with their Departmental supervisor at least once a month to discuss progress being made in bureau assignments and the program as a whole, and to resolve any areas of concern on the part of the intern or the bureau. Performance evaluations will be provided every six months. With satisfactory performance, an intern should be eligible for a GS-9 or GS-11 position upon graduation from the program, depending upon grade at entry into the internship.

DEVELOPMENTAL ASSIGNMENTS

Interns will be exposed to a variety of on-the-job assignments and formal training courses. The intern should be assigned varying complexities of work which could generate different experiences in several specialties within the field. In selecting assignments, consideration shall be given to providing tasks that will challenge the ability of the intern and provide a foundation for future responsibilities. The degree of difficulty of such assignments should be increased as the intern gains knowledge and confidence in the procurement field. Assignments should be rotated at frequent intervals in accordance with the trainee's capability to progress.

Heavy workload in a procurement office should not be cause for deviation from the spirit or intent of this segment. Interns should not be considered additional staff resources. If interns are used to meet an emergency requirement or deadline, their use should be limited to a minimal period.

Cross-training and rotational assignments outside the procurement function for interns are discouraged. However, field assignments are encouraged.

CLASSROOM TRAINING

Interns must satisfactorily complete training in the following topics within the two-year effort. This training, together with the rotational assignments among bureaus will provide the knowledge and skills required for proficiency in the intern's permanent assignment.

COURSE TOPIC	MINIMUM HOURS
Treasury Procurement Programs	32
Basic Procurement	40
Small Purchases/Federal Supply Schedules	40
Sealed Bidding	40
Cost & Price Analysis	40
Contracting by Negotiation	40
Techniques of Negotiation	40
Source Evaluation and Selection	24
Contract Law	40

Note: The course, "Management of Defense Acquisition Contracts (Basic)" satisfies the requirement for the Basic Procurement, Sealed Bidding, Contracting by Negotiation, and the Procurement Ethics portion on Treasury Procurement Programs. It also satisfies the requirement for Contract Administration, required in the Career Development segment of the Procurement Career Management Program.

Any additional formal training desired by the intern should be identified in the IDP. An intern's ability to take additional formal training will depend upon the availability of the course, the availability of funds, and the relationship of the course to the performance of official duties. BCPO's are encouraged to include interns in any in-house training opportunities that may arise while an intern is assigned to his or her bureau. Examples of beneficial supplemental training include computer training such as spreadsheet, database, word processing; Contracting Officer's Technical Representative training; and time and stress management.

TRAINING WAIVERS

An intern who has successfully completed work assignments, but who, for reasons beyond his or her control has not had the opportunity to attend all the above-listed required courses, may complete his or her internship on a waiver basis. Waiver determinations will be made by the Director, Departmental Office of Procurement.

DISMISSAL FROM INTERNSHIP

Failure on the part of an intern to apply his or her best efforts in a cooperative fashion to complete satisfactorily any requirements contained in the intern's IDP may result in delayed promotion, removal from the internship, assignment to another position, or termination of employment with the Department of the Treasury, depending on the circumstances of the failure and the employment status of the intern. The Departmental Office of Personnel will be consulted before any such action is taken.

EXPECTED PROGRESS OF AN INTERN

Interns should progress through their internship at a steady pace with increasing complexity of work assignments. They will normally commence at the GS-5 or 7 level and complete their internships in approximately two years. Upon completing their internship, the intern should be eligible for a GS-9 or 11 position (depending upon grade at entry to the program), although no guarantees are made that any promotion will be automatically granted. Employees who successfully complete their internship are expected to be well equipped to compete for promotional opportunities because of the breadth of experience each intern will have encountered.

Interns who are placed upon successful completion of their internship are expected to continue service in a Treasury procurement office for an amount of time at least equal to the term of their internships, and are required to sign an employment agreement so stating.

CHAPTER 5

CAREER DEVELOPMENT PROGRAM

OBJECTIVE

The Career Development segment of the Procurement Career Management Program establishes minimum training standards for procurement personnel at all levels, except for interns, for whom higher standards are established. Although on-the-job practical experience is considered the primary means of development, such practical experience must be supplemented by appropriate formal training courses. The primary need for training is at the entry and intermediate levels, but it is also important for senior personnel to attend advanced and refresher courses to stay abreast of the rapid changes in the procurement field.

As addressed in the chapter on Career Counseling and Assessment, preparation of an IDP for each contracting and purchasing employee is essential to career development and required as part of the Procurement Career Management Program.

DEVELOPMENTAL ASSIGNMENTS

Developmental assignments usually consist of on-the-job work experiences arranged in a sequential order of complexity. Since the normal cycle of work activities may not provide a developmental sequence of assignments, certain important and critical operations may be accomplished only occasionally. To enhance employee potential, each supervisor shall plan developmental assignments that will provide the needed experience to all employees. The supervisor shall record such needed experience in employee IDPs and report on completion of developmental assignments in employee career appraisals. Supervisors are encouraged to plan rotational assignments for employees to provide motivation, foster a challenging work environment, and to meet the employees' personal and career goals.

In general, development should proceed along the following career path. It is recognized, however, that all entry- and mid-level employees will not necessarily aspire to higher-level positions, or may be in geographical locations where higher-level opportunities do not exist. For such employees, the minimum training standards are intended to provide the basic tools to perform the tasks at hand, as well as the overview of the procurement process which every procurement professional should have.

o Entry Level - Development at the entry level should prepare qualified, motivated employees for positions at the full performance level. Bureaus are expected to tailor on-the-job training to meet specific needs of the organization as well as of the individual. At the entry level, individuals should be exposed to the various functions of the procurement process to broaden their experiences and increase their value to the bureau and the Department.

o Intermediate Level - At this level, where most of the contracting work is accomplished, generalization is initially emphasized. Development continues, but the length of time an individual spends in a particular position depends on the individual's IDP and the position vacancies that might afford promotion opportunities within the organization.

o Senior Level - At this level of expertise, both specialist and generalist development continue. Emphasis should be placed on broad-based contracting issues and Government-wide procurement policy. The employee should be able to serve as a technical resource to others within the office.

TRAINING TOPICS

Certain training topics have been selected and approved by the Departmental Office of Procurement in conjunction with the Office of Personnel. These topics may be covered by specific courses with exact titles that may vary from the generic topic as it is listed. Also, some courses cover multiple topics, such as the courses titled "Management of Defense Acquisition Contracts" (basic and advanced), which cover Basic Procurement, Contracting by Negotiation, Sealed Bidding, Procurement Ethics, and Contract Administration in the basic version, and Advanced Contracting by Negotiation, Advanced Contract Administration, and additional Procurement Ethics in the advanced version.

Bureaus are encouraged to enroll procurement staff in the Department of Defense (DOD) courses because of the thorough and demanding treatment the DOD gives to fundamental procurement topics.

Training seminars and conferences do not satisfy topic requirements for entry- and mid-level employees. Credit for attendance at such sessions will be given only to satisfy maintenance requirements for all levels and advanced requirements for senior-level employees.

Any courses conducted and/or sponsored by bureaus must be reviewed and approved by the Office of Procurement to be credited under this segment.

In addition to the mandatory courses listed below, each bureau may supplement the list with additional courses that are considered mandatory to support a bureau's mission, such as the Defense Industrial Security Program course, which should be required for employees assigned to classified contracts. Courses pertinent to an individual's career development shall be listed on the IDP.

COURSE TOPIC	MINIMUM HOURS

Entry Level 1102 Series (GS 5-7): (112 hours minimum)

Mandatory:

*Treasury Procurement Programs	32
Basic Procurement	40
Contracting by Negotiation or Sealed Bidding	40

Developmental or Specialized:

Defense Industrial Security Program
Contracting by Negotiation
Sealed Bidding
All Intermediate Level topics

Intermediate Level 1102 Series (GS 9-12): (160 hours minimum)

Mandatory:

Cost and Price Analysis	40
Contract Administration	40
Government Contract Law	40
Advanced Contracting by Negotiation	40

Developmental or Specialized:

Techniques of Negotiation
Advanced Cost and Price Analysis
Advanced Contract Administration
Construction/A&E Contracting
ADP/Telecommunications Procurement
Contracting for Services
Lease Acquisition
Source Evaluation and Selection

* Treasury Procurement Programs consists of Small Business Programs, Procurement Reporting, Procurement Ethics, Use of the Treasury Acquisition/Procurement Regulation, and the Competition in Contracting Act, all of which are topics offered by the Departmental Office of Procurement and through IRS' Techniques of Procurement Course.

Senior Level 1102 Series (GS/GM 13 and above):

After having satisfied the requirements of the preceding two levels, employees at the senior level must take a minimum of 40 hours of classroom instruction in developmental or specialized topics every two years, which will provide the employee with the expertise necessary to perform senior level contracting duties in accordance with current procurement laws and regulations. Procurement conferences and seminars can be applied toward this requirement.

Senior level personnel in an 1102 series contracting position with Treasury as of the date of issuance of this Handbook are considered to have met the 32-hour requirement for Treasury Procurement Programs.

1105 and Other Series (GS 5-8): (112 hours minimum)

Mandatory

Basic Procurement	40
Small Purchases/Federal Supply Schedules	40
*Treasury Procurement Programs	32

Developmental or Specialized:

Defense Industrial Security Program
Contracting by Negotiation
Sealed Bidding

KNOWLEDGE MAINTENANCE

Maintaining procurement expertise and currency is important to the Department. Therefore, even after an employee has completed the minimum requirements for their respective level (e.g., a total of 272 hours for a GS-12 contract specialist), bureau management shall ensure that no employee goes longer than two years without refresher or advanced-level training. For example, an intermediate-level employee who has completed the 272 hours of required topics must take 40 hours of developmental, specialized, or refresher training every two years to keep current in the profession. A senior-level employee who has completed the 272 hours of required topics plus the 40 hours of developmental or specialized topics, must take an additional 40 hours of advanced or refresher courses, for a total of 80 hours of classroom training every two years over the minimum required topics.

For a summary of training and maintenance requirements see Exhibit 2-A.

WAIVERS

In certain circumstances, the employee may gain credit by obtaining the necessary skills and knowledge through appropriate qualifying experience. Documentation should be prepared to show how the necessary skills and knowledge were gained in order to justify waiver of required courses. The Director, Departmental Office of Procurement, may grant such waivers after recommendation by the Bureau Chief Procurement Officer and the Manager, Procurement Career Programs.

EXPECTED PROGRESS

Some procurement personnel may not meet all the detailed Career Development requirements of their respective level in a short period of time. Therefore, current Treasury personnel will have until September 30, 1989, to take all appropriate courses necessary to meet these requirements. New employees hired after January 1, 1986, will have three years from their date of hire to meet the minimum requirements for their level.

CHAPTER 6

CONTRACTING OFFICERS WARRANT PROGRAM

OBJECTIVE

The minimum standards established herein for granting of a contracting officer's warrant will ensure that only those persons who are fully qualified to obligate the Department in the expenditure of public funds for the procurement of supplies and/or services are delegated authority to act as contracting officers. Contracting officers must meet the minimum requirements under the Career Development segment of the Career Management Program; additional criteria set forth in this chapter must also be met.

LIMITATIONS AND LEVELS

Limitations may be imposed upon the appointment authority and, if so, shall be stated in the "Certificate of Appointment" (SF 1402). Such limitations shall not be overly complex.

Contracting officer warrant levels shall be stated in terms of dollar ceilings and/or order limitations, indicating the extent of delegated authority as follows:

Level 1 - Applies to individuals who have signature authority for purchase orders and delivery orders placed under Federal Supply Schedule, ADP Schedule, Departmental and other contracts or blanket purchase agreements.

Level 2 - Applies to individuals who have been delegated Level 1 authority as well as the authority to award, administer, and/or terminate contracts and contract modifications obligating a maximum of $100,000.

Level 3 - Applies to individuals who have been delegated Level 1 authority, Level 2 authority and the authority to award, administer, and/or terminate contracts and contract modifications which exceed $100,000.

Note: Imprest fund cashiers, employees processing SF 44s, calls against blanket purchase agreements, and with agency credit cards do not require contracting officer warrants.

DESIGNATION OF CONTRACTING OFFICERS

Treasury bureaus may designate individuals as contracting officers only when a valid organizational need can be demonstrated. Factors to be considered in assessing the need for a contracting officer designation include volume of procurement transactions, complexity of work, and organizational structure.

Once the organizational need is determined and justified in writing, the BCPO will nominate a contracting officer candidate. The BCPO shall review the candidate's qualifications (SF 171 and Treasury Acquisition Career System record) to determine if he or she meets the criteria of the TAPR and this handbook. The BCPO shall then submit the nomination to the appointing official. If the nomination is approved, or if an interim delegation of authority is granted, the appointing official will issue a "Certificate of Appointment" (SF 1402) in accordance with TAPR 1001.603-3. The level of authority (Level 1, 2 or 3) shall be annotated on the document. A photocopy of the completed SF 1402 must be forwarded to the Departmental Office of Procurement in accordance with TAPR.

CRITERIA FOR DESIGNATION AS A CONTRACTING OFFICER

In addition to requirements of TAPR 1001.603, criteria for future designations of contracting officers are established, effective with the date of issuance of this Handbook. Contracting officers warranted as of the month this Handbook is issued need not reapply for designation, but must meet course requirements in accordance with this chapter. However, if a contracting officer's warrant is to be increased, he or she must meet the criteria for experience, education, training and qualification maintenance listed below.

The following minimum standards are required:

Level 1 - A minimum of eighteen months' experience in Government or commercial purchasing or contracting is required. A bachelor's degree from an accredited college or university is preferred, which included or was supplemented by at least 24 semester hours in a field of study related to procurement, such as accounting, finance, law, quantitative analysis, economics, marketing, and, of course, purchasing or contracting. The candidate must have completed the minimum training requirements for Entry Level Career Development. At this level, contracting officers must devote at least 50 percent of their time to the procurement function, defined as

including operational or analytical procurement responsibility on a daily basis or managerial duties exclusively over the procurement organization.

Level 2 - A minimum of three years' experience in progressively complex and responsible procurements and/or staff experience in Government or commercial procurements is required. A bachelor's degree as previously described is highly desirable. The candidate must also have completed the minimum training requirements for Entry and Intermediate Level Career Development. At this level, contracting officers must devote at least 75 percent of their time to the procurement function.

Level 3 - A minimum of five years' experience in progressively complex and responsible procurements and/or staff experience in Government and/or commercial procurement is required. A bachelor's degree as previously described is highly desirable. In addition to satisfying the requirements for Level 1 and 2 appointment, the candidate must have completed a total of 120 additional hours of classroom training for a total of 392 hours of formal training, including analysis of procurement methods and techniques to enable an individual to effectively manage contracts over $100,000. This is an increase over Senior Level Career Development requirements. At this level, contracting officers must devote 100 percent of their time to the procurement function.

Bureaus may require additional training. For example, further prerequisites may be established for those authorized to sign cost reimbursement contracts or those given warrants with "unlimited" authority.

MAINTENANCE REQUIREMENTS

As a condition of continuing delegation of procurement authority, all contracting officers, including those contracting officers warranted as of the date of issuance of this Handbook, are required to keep current in the profession with at least 40 hours of classroom training every two fiscal years. For example, a GS-7 Level 1 contracting officer must take 40 hours of developmental, specialized, or refresher training every two years; a GS-12 Level 2 contracting officer must take 40 hours of developmental, specialized, or refresher training every two years; a GS-13 Level 3 contracting officer must take 40 hours of advanced-level training to meet senior-level Career Development requirements, plus take 40 hours of developmental, specialized, or refresher training every two years.

Attendance at conferences, symposia, and professional association meetings where procurement is a significant topic of presentation are acceptable to meet maintenance requirements.

For a summary of training and maintenance requirements see Exhibit 2-A.

CHANGES OR REVISIONS TO A WARRANT

Changes, either increasing, decreasing or rescinding a warrant, shall be made solely at the discretion of the appointing authority. When an appointing authority intends to make changes that would increase the signatory authority of a contracting officer, either within the existing warrant level or across levels, the candidate must meet the criteria set forth above, or be granted a waiver in accordance with the following provisions.

EQUIVALENCIES

A bachelor's degree in a procurement-related field equals 3 years of experience; a master's degree in a procurement-related field equals 1 year of experience for each 18 semester-hours of graduate courses. "Procurement-related" includes procurement degrees, business administration degrees, or any degree that includes at least 24 semester-hours from among the following business disciplines: marketing, finance, accounting, law, economics, quantitative analysis, management and organization, or logistics. These equivalencies apply in evaluation of either education or experience.

Personnel will not ordinarily be delegated authority as contracting officers if they do not meet the established requirements. In those circumstances where it is necessary to nominate a candidate who does not fully meet the education, training and experience requirements, a waiver must be obtained on a case-by-case basis from the Director, Departmental Office of Procurement. Requests for waivers shall address each of the following qualification factors: 1) organizational need; 2) candidate's education; 3) candidate's experience; 4) candidate's training; and 5) candidate's devotion to the procurement function. The candidate's IDP must be attached to the request. In appropriate circumstances, conditional approval for appointment may be granted. Failure to meet the conditions of appointment in a timely manner may result in the loss of appointment. Warrants approved on an interim basis shall specify the expiration date on the SF 1402.

EXPECTED PROGRESS OF A CONTRACTING OFFICER

Contracting officers appointed as of March 1986 shall have until September 30, 1989 to meet their minimum training requirements.

Upon meeting the minimum requirements, no contracting officer shall go longer than two years without 40 hours of maintenance training.

CHAPTER 7

PROCUREMENT STUDENT COOPERATIVE PROGRAM

OBJECTIVE

Cooperative education agreements between Treasury bureaus and colleges or universities for baccalaureate and graduate procurement cooperative education students are encouraged by the Department. Student cooperative programs are, at least, a source of human resources and talent, and could serve as a prominent source for procurement intern recruitment. This chapter details the Treasury Procurement Cooperative Education Program, defining its purpose and objectives and describing responsibilities of the cooperative participants and their supervisors.

For the purposes of Treasury bureau procurement cooperative programs, emphasis should be placed on college baccalaureate and graduate level cooperative education students rather than associate or high school level students. This emphasis is in keeping with the education criteria of the contract specialist qualification standards and the intention that cooperative students become a source of recruitment for full time, permanent procurement personnel within the Department.

SCOPE

This Chapter supplements but does not replace other guidance, including the Federal Personnel Manual (FPM) and information provided by the Federal Acquisition Institute (FAI), in the area of cooperative education. Bureaus are encouraged to review the FPM, especially Chapter 308, Youth and Student Employment Programs; to review the FAI publication entitled Cooperative Education in Procurement Occupations; and to coordinate closely with selected colleges and universities and other outside sources (such as The Washington Center, in Washington, D.C. and the National Commission for Cooperative Education in Boston, Massachusetts), as well as with Bureau personnel offices regarding cooperative education programs.

The Treasury Procurement Cooperative Education Program is managed by the individual bureaus. It provides college students with a logical "first step" into a career as a procurement professional. The program will serve to aid the student in planning course curriculum as he or she gains hands-on experience in a Treasury procurement operation. Specific objectives include:

- Increasing the educational level and professional stature of the procurement work force.

- Providing for greater professionalization of the procurement work force.

- Establishing a pool of trained personnel available at the entry level.

- Providing supervisors an opportunity to evaluate job performance prior to employment as well as the opportunity to influence the cooperative student's course selections.

- Supporting equal employment opportunity.

A list of Washington, D.C. area universities having both procurement programs and cooperative education programs is provided as an exhibit to this chapter.

GENERAL REQUIREMENTS

A. A cooperative education program is effected by the establishment of a written agreement between the Treasury bureau and each participating college or university. The anticipated result of this agreement is that each party will assist the other in the accomplishment of its program objectives. For the college or university, it is recognized that such objectives are primarily educational in nature. While concerned with the enrichment of curriculum and student learning, Treasury bureaus should primarily be concerned with utilizing the cooperative education program to meet its short-term and long-term staffing needs.

The written agreement must comply with all applicable laws, regulations and policies and must include the following:

1. A statement of bureau responsibilities which ensures that:

   - A bureau liaison is appointed to work with the educational institution.

   - The bureau will keep the educational institution informed of cooperative employment opportunities.

   - Appointees to the program will be selected from among students referred to the bureau by the institution without discrimination on the basis of race, ethnic background, creed, sex or age.

o The handling of all personnel processing related to employment of students will be handled by the Bureau.

o Students will be placed under competent supervisors; that students will be oriented to Federal employment conditions; and that performance standards are established.

o The college or university is kept informed of student progress.

o The college is notified of the bureau's intention to release a student from the program.

2. A statement of the college or university's responsibilities which ensures that:

o A representative will be appointed to work with the bureau.

o Prospective candidates are kept informed of Federal cooperative education opportunities.

o All qualifying candidates, including veterans discharged under honorable conditions, who express an interest in participating in the program are referred to the Bureau.

o Any needed information concerning an appointee that the college or university is authorized to release is furnished to the bureau.

o The bureau is notified of a change in student status.

o Actions are taken to strengthen the relationship between study and work assignments.

3. A statement of student eligibility requirements which includes those related to school enrollment, academic requirements, citizenship, and/or sons-and-daughters restrictions.

4. A statement of conditions governing grades, promotions, pay and benefits, trial period, performance appraisal, and conversion.

5. A statement affirming equal employment opportunity.

6. A statement of conditions required for review and change of agreement with consent of both the Bureau and the college or university.

7. The signatures of the appropriate bureau and college or university representatives, and effective date. If no students from the college or university are employed during a 12-month period, the agreement becomes void and a new agreement must be executed when student placements are resumed.

A sample agreement (from the FAI publication) for a baccalaureate student is provided as an exhibit to this Chapter and may be modified to suit bureau-specific requirements.

B. Program Design and Scheduling.

All cooperative study work programs must provide the required number of hours and periods of student employment necessary for noncompetitive appointment upon graduation. Generally, a baccalaureate student may work up to 1300 hours during a 12-month service year. Agencies are authorized by the Office of Personnel Management (OPM) to expand the service limitation to 2600 hours over a 24-month period when a student's degree program requires extended or multiple work periods. Work may be scheduled on a full- or part-time basis for periods corresponding with the college or university's academic calendar (i.e., semesters, trimesters or quarters). Intermittent employment on an indefinite schedule is not creditable as cooperative education experience. Specific requirements for baccalaureate and graduate degree-seeking candidates are set forth in the Federal Personnel Manual (FPM), Chapter 308, Youth and Student Employment Programs.

C. Position Classification and Qualification.

Series classification of positions is based upon the duties, responsibilities, and qualifications required for the work to be performed, with appropriate consideration of the educational program in which the student is enrolled and the target position that the student may fill upon successful completion of the cooperative education program. Normally, the student-trainee series (1199) for the 1102 occupational group should be used for cooperative position classification at all levels in a procurement operation. All positions should be titled "student trainee (procurement)." Qualification requirements in the multi-series student trainee qualification standard for Schedule B positions are applicable and any written test requirements are waived.

A cooperative position may be classified at grades GS-1 through GS-11, depending on the nature and level of the participant's education and experience. For the baccalaureate program, positions may range from GS-1 to GS-5. For the graduate program, the grade level range is up to an including GS-9, based upon qualifications. Doctoral degree candidates may be appointed up to an including the GS-11 level.

D. Selection

Individual bureaus have the final responsibility for selection of students to participate in the program as well as for determining that selection is made in accordance with the applicable provisions of FPM Chapter 302, Employment in the Excepted Service.

E. Student Eligibility

To be eligible to participate in a procurement cooperative education program, a student must meet the following requirements:

- Be attending a qualifying educational institution on a full-time basis;
- Be enrolled in the institution's cooperative education curriculum;
- Be enrolled in a field of study related to the Federal procurement function;
- Maintain at least a 3.0 overall scholastic average on a 4.0 scale; and
- Have a student record predictive of graduation.

In addition, a student must meet the citizenship requirements in FPM Chapter 338, and restrictions on the employment of relatives apply.

F. Retention

Student participants must maintain a grade average predictive of graduation from the college or university and must also complete prescribed work periods. Students who discontinue their education before completing degree requirements must be terminated from the cooperative education program. A student may also be terminated from the program for unsatisfactory work performance, job fitness, or conduct.

G. Appointments and Compensation

Student participants are given appointment in the excepted service under Schedule B. Appointment length is dependent upon the specific program under which a student is participating. Students are paid under the General Schedule. Additional guidance in this regard is available at FPM Chapter 308, Subchapter 2.

H. Trial Period and Performance Appraisal

The student's first work period should be considered a trial period during which the student's performance is screened to determine strengths and weaknesses. Appropriate guidance and training should be provided on a continuing basis to ensure improved job performance. A formal appraisal of the student's job performance, interest, fitness, and conduct must be made prior to the end of the first work period. On the basis of the appraisal, a recommendation for retention, promotion, or release should be made and transmitted to the appropriate authority with the employing Bureau. All appraisal information must also be shared with the college or university's cooperation education liaison and be made part of the student's personnel folder. Performance appraisals must be made near the end of each work period. The final appraisal of the student's performance must include a recommendation regarding the student's conversion to full-time status. (See J., below.)

I. Promotion

Upward progression toward entry-level grades should be assured for students meeting qualification standards and performing well during work and study periods. Upward progression will contribute significantly to the motivation of individual student participants as well as to the overall success of a cooperative education program.

J. Action Upon Completion of Education

A student participating in a Treasury cooperative education program may be converted non-competitively to a career conditional or career appointment under Executive Order 12015 and specific OPM regulations. The conversion to career conditional or career appointment of participants in a cooperative education program is dependent upon the student meeting established qualification standards for the position to which he or she is appointed. Conversion must occur within 120 days of completion of educational and minimum study-related work hour requirements.

ROLE OF THE SUPERVISOR

With the assistance and guidance of the bureau Personnel Office, the manager of a cooperative student is responsible for:

A. Planning student work assignments and individual development plan (IDP) for the student participant.

The student's work period should include planned work assignments along with training that is related to the work assignments and that complements the knowledge and skills being acquired by the student during formal, on-campus study. Training or developmental assignments must match the needs of the individual student. The IDP should include provisions for general agency and bureau orientation, a broad familiarization with the entire procurement career field, and practice in a number of specific functional areas. Student work assignments should be designed in accordance with the bureau's individual procurement mission needs as well as the job description of the position to which the student participant is assigned.

B. Supervising Student Work and Coordinating In-house Training.

Work assignments planned for the student participant must be executed under the guidance of experienced journeymen or senior-level procurement specialists. Work assignments must provide the student with an opportunity to test and demonstrate his or her aptitude, ability and interest in pursuing the procurement career field. Assignments should also provide the supervisor of the student participant with an opportunity to evaluate in a meaningful way the student's career potential, prior to the bureau making a commitment to permanently employ the student participant. Training should initially be focused on the small purchasing function. Subsequent assignments should move the student participant toward more complex areas such as formal advertising and post award administration. Work assignments should be designed to assure upward progression toward the entry level grade for student participants.

C. Evaluating and Recording Student Work Performance.

Evaluation should begin with the student's first work period, which will be considered a screening period during which the student's strengths and weaknesses are observed and assessed. Guidance should be provided on a continuing basis and as required to ensure continued improvement in the student's performance. The student's performance should be rated on the following items:

- The degree of competence with which assigned tasks were performed.

- The extent to which tasks were performed on time, when the student had control of the time factor.

- The ability of the student to accept and follow directions and adhere to established regulations in job performance.

- The demonstrated ability of the student to win the respect and confidence of others in the performance of assigned tasks.

- The demonstrated ability of the student to assume a leadership role in assigned tasks.

Following the performance review, a conference should be held with the student to:

- Discuss the performance rating and to get the student's reactions and learn of any factors that may have had a negative effect on the student's ability to perform assigned tasks.

- Consider ways to improve performance in needed areas.

- Assess the student's interest in further employment with the bureau.

- Inform the student that both the student and the school will receive notice regarding acceptance for future work periods.

A recommendation for retention or release of the student must be prepared and transmitted to the appropriate bureau authority. If the recommendation is for retention, it should include a statement of whether promotion is indicated along with a statement of actions planned for strengthening performance or correcting deficiencies. If the recommendation is for release or that the student not return for another work period, a statement of reasons must be prepared. When the appropriate bureau authority has determined the student's release or retention, both the student and the college or university program coordinator must be notified. Subsequent appraisals must be made toward the end of each work period. All appraisal information must be shared with the college or university coordinator and made a part of the student's personnel folder. The final

appraisal of the student's performance must include a recommendation regarding conversion.

D. Counseling Students.

Through constructive discussion, the supervisor should counsel the student to bring into focus factors which influence a student's performance and growth during a cooperative education work period. At the time of the initial appointment, the student participant should be briefed by the hiring agency on requirements governing entry into the Federal service. The briefing should emphasize that participation in a cooperative education program does not commit the agency or the student to employment after graduation. Students should also be advised not to expect promotion on a pro forma basis. Students should be advised of the factors affecting promotion and of any failure on their part to meet the necessary requirements. During the initial counseling session and all subsequent sessions, it is important that the supervisor reinforce confidence in the ability of the student to assume developmental responsibilities. The bureau's interest in the student's growth, as well as the bureau's desire to help the student qualify for future progression opportunities should also be emphasized. The supervisor's role is most critical to the success of a bureau's cooperative education program in terms of influencing the student's skill development as well as influencing the student's interest in pursuing a career in the procurement field.

COOPERATIVE EDUCATION PROGRAM WORKING AGREEMENT

between

_____ (Federal Agency) and _____ (Educational Institution)

This agreement is the basis for developing mutual understanding and respective responsibilities between a Federal agency and qualifying educational institution in the employment of Cooperative Education students. The Co-op program is a planned, progressive educational program that provides for the integration of a student's academic studies and Federal work experience with the potential of noncompetitive conversion into the Federal career service. It is consistent with guidance contained in Federal Personnel Manual 308, Subchapter 2, Cooperative Education Program, and the agency's policy. The reverse side of this agreement describes general responsibilities of Federal Co-op program participants.

A. Student Eligibility

A prospective Co-op Student must:

1. Be at least 16 years old;
2. Be a U.S. citizen or national (permanent resident, in absence of qualified citizens);
3. Meet the agency's policy on nepotism;
4. Meet security or fitness requirements;
5. Other: _____

B. Selection

An agency may appoint students who:

1. Are enrolled in and recommended by the school's Co-op program;
2. Are in good academic standing;
3. Meet qualification standards of the position;
4. Other: _____

A Co-op Student is appointed on a Schedule B 213.3202 appointment which may not extend beyond 120 calendar days after satisfactory completion of educational and study-related work requirements.

C. Pay and Benefits Information

1. Students are paid in accordance with established pay schedules.
2. Benefits for which students may be eligible include:
   - —Retirement
   - —Life and Health Insurance
   - —Vacation, Sick, and Holiday Leave
   - —Tuition Assistance
   - —Travel and Transportation Payment
3. Other: _____

D. Work Schedules

1. Each work experience must be planned consistent with the student's academic studies or career goals and be designed to meet the minimum study-related work hours required for conversion.
2. Schedules may be:
   - —Full-time or Alternating
   - —Part-time or Parallel
   - —Combination of Both
3. Part-time students must work a minimum of about 16 hours per week with at least a 1/2 time academic courseload;
4. Alternating students are required to have two work experiences.
5. Work schedules may not be confined to summer or vacation periods exclusively, unless covered under exceptions in FPM–308:S2).
6. Students may work up to 2800 work hours in a 2-year period.
7. Other: _____

E. Performance Appraisal

1. Performance appraisals are required for Co-op students consistent with the agency's appraisal system. Results should be shared with schools.
2. If a student's performance falls below Fully Successful, he/she may be given an opportunity to improve or will be separated from the program.
3. Other: _____

F. Employment After Completion of Co-op Program Requirements

1. Within 120 calendar days after completing educational requirements, the employing agency may noncompetitively promote and convert a student to a career or career-conditional appointment;
2. Students must have satisfactorily completed study-related work hour requirements of the Federal Co-op program—that is 1040 work hours for baccalaureate and associate degree students and 640 work hours for all other Co-op students;
3. Students must meet citizenship and employment of relatives requirements by the date of conversion;
4. Trainees disqualified from continuing in the Co-op program or not converted must be terminated.

Full consideration will be given to all qualified applicants without regard to race, color, creed, religion, national origin, sex, age, disability, or political or personal favoritism.

For Educational Institution:

_____ Signature

_____ Title

_____ Date

For Federal Agency:

_____ Signature

_____ Title

_____ Date

EXHIBIT 7-A

RESPONSIBILITIES IN FEDERAL CO-OP

The Federal Agency's Role

1. Designate a staff member to maintain liaison with the qualifying educational institution;
2. Inform school of work experience opportunities and provide adequate job descriptions promptly;
3. Establish work schedules consistent with the school's academic calendar that enable students to complete the Co-op program;
4. Orient the student to agency's mission, policies and procedures;
5. Select appointees referred by schools in accordance with EEO principles;
6. Process all personnel actions and keep necessary records related to student employment;
7. Provide quality work assignments related to the student's academic studies or career goals where they can learn and be productive. Provide progressive and diversified Co-op experiences to prepare students for occupations in which they have an interest.
8. Conduct appraisals and counsel students regarding their performance, complete necessary forms, and share progress reports with schools;
9. Notify schools of any change in a Co-op student's status.

The School's Role

1. Designate a representative to work with the Federal Agency Co-op Program Manager;
2. Inform eligible students of Federal Cooperative Education opportunities, identifying potential employers;
3. Refer interested and qualified candidates to agencies without discrimination, including veterans discharged under honorable conditions;
4. Correlate work and study in a manner that will expand the student's educational development;
5. Furnish the agency with requested information related to student's field of study and academic standing;
6. Monitor academic progress;
7. Inform the Federal agency of any change in a Co-op student's status, including reports on a student's progress and performance.

The Student's Role

1. To adhere to the agency's work schedule and Co-op policies and procedures;
2. Assume personal and professional responsibilities for actions and activities;
3. Use a courteous, enthusiastic, and professional approach to policies and procedures within the occupation and organization;
4. To meet academic, performance, and conduct standards set forth by the school and Federal agency;
5. Provide the agency and school Co-op coordinators with periodic progress reports on the quality of work and study assignments;
6. To work effectively with peers and supervisors;
7. To notify the school or Federal agency of changes in your status;
8. If a noncitizen, to meet citizenship requirements prior to eligibility for conversion into the Federal career service.

WASHINGTON AREA COOPERATIVE EDUCATION PROGRAMS

The American University
Career Services
Cooperative Education Program
4400 Massachusettes Avenue, N.W.
Washington, D.C. 20016

(202) 885-1804

George Mason University
Cooperative Education Services
4400 University Drive
Fairfax, Virginia 2030

(703) 323-2536

George Washington University
Career Services Center
801 22nd Street, Suite T509, N.W.
Washington, D.C. 20052

(202) 994-6496

The University of the District of Columbia
Cooperative Education
4200 Connecticut Avenue, N.W.
Building 39, Room 202
Washington, D.C. 20008

(202) 282-3305

EXHIBIT 7-B

CHAPTER 8

TREASURY ACQUISITION CAREER SYSTEM (TRAC)

OBJECTIVE

The Treasury Acquisition Career system profiles the Department's procurement work force. It is an automated information system which contains the training and warrant status of each procurement employee as well as demographic data such as education level, retirement eligibility, and procurement experience. The demographic data is used primarily to profile the work force as a whole rather than to identify individuals. In addition, education and experience data, along with training status and other information, will be used to determine warrant eligibility. The training history information is used to prepare reports to Departmental and bureau management on the status of training of the procurement work force, as well as assist BCPOs in preparing training plans for their employees. A printout of the TRAC data elements is provided as an exhibit to this Chapter. The data contained in TRAC is subject to the Privacy Act.

TRAC is a management tool intended to help individuals plan their career development, as well as to help management foresee training and other work force needs. It consolidates data currently available from other automated and manual systems and does not represent the collection of any new data on employees.

RESPONSIBILITIES

o The Manager, Procurement Career Programs, is the system manager, responsible for the design and maintenance of the system as well as for keeping the database current. The system manager issues TRAC update questionnaires to all procurement employees through BCPOs. The resulting updated database is then used as the basis for management reports to Departmental and bureau officials.

o Bureau Chief Procurement Officers are responsible for their own TRAC updates as well as obtaining original or updated information from their employees and field personnel, checking the data for accuracy and completeness in accordance with provided instructions, and forwarding the revised data to the system manager within the timeframe established. BCPOs may request individual reports for their employees or summary reports for their bureaus from the system manager at any time.

o Procurement employees are responsible for completing original TRAC questionnaires and updates in an accurate, timely and complete fashion in accordance with instructions provided. Employees are ethically responsible for the integrity of the information provided. Employees may request their individual TRAC file from the system manager at any time.

TRAC04_____ TREASURY ACQUISITION CAREER SYSTEM DATE = 06/07/88

(1)EMPLOYEE-NAME_____ (2)EMPLOYEE-PHONE FTS___-___ (3)FIELD CODE ___

(4)TITLE_____ (5)SUP-NAME_____ (6)BIRTH DATE__/__/__

(7)SUP-PHONE FTS___-___ (8)TERM-DATE__/__/__ (9)GRADE __-__/__ (10)SERIES____ (11)SERIES DATE __/__/__

(12)WARRANT-NUM _____ (13)WARRANT-LEVEL ____ (14)WARRANT DATE __/__/__ (15)INSTRUCTOR-CODE ____

(16)IDP-DATE__/__/__ (17)CERTS ___ ___ (18)EDUCATION LEVEL _____

T R A I N I N G H I S T O R Y

TOPICS	HOURS	FY	T E X T
SMALL PURCHASES / FSS	____	__	_____
SEALED BIDDING	____	__	_____
CONTRACTING BY NEGOTIATION	____	__	_____
COMPETITION IN CONTRACTING ACT	____	__	_____
SMALL BUSINESS PROGRAMS	____	__	_____
USE OF TAPR	____	__	_____
PROCUREMENT ETHICS	____	__	_____
SF-279 REPORTING REQUIREMENTS	____	__	_____
COST & PRICE ANALYSIS	____	__	_____
TECHNIQUES OF NEGOTIATION	____	__	_____
CONTRACT ADMINISTRATION	____	__	_____
GOVERNMENT CONTRACT LAW	____	__	_____
ADVANCED CONTRACTING BY NEGOTIATION	____	__	_____
ADVANCED COST & PRICE ANALYSIS	____	__	_____
ADVANCED CONTRACT ADMINISTRATION	____	__	_____
CONSTRUCTION / A & E	____	__	_____
ADP PROCUREMENT	____	__	_____
CONTRACTING FOR SERVICES	____	__	_____
DEPT UTILIZATION OF DISP	____	__	_____

EXHIBIT 8-A

INSTRUCTIONS FOR COMPLETING TRAC QUESTIONNAIRE

The following instructions are keyed to the TRAC format provided for each individual:

1. EMPLOYEE NAME: Name is already filled in except for new employees who should complete a blank questionnaire from the supply provided. Name should be in same form as for payroll purposes.

2. EMPLOYEE PHONE: Please provide or verify FTS phone number.

3. FIELD CODE: Please provide or verify the 5-digit alpha-numeric code contained on pages 1-4 through 1-8 of the Procurement Reports Handbook (TD P 70-08.H, October 1985). This is the code used in block 5 of SF 279s. Examples: the code for U.S. Customs, Indianapolis, is CS442, for the IRS Mid-Atlantic Region Headquarters in Philadelphia is RS801, and the for the Denver Mint is MT541.

4. TITLE: Provide or verify correct civil service classification title.

5. SUP NAME: Provide or verify supervisor's name.

6. BIRTH DATE: Provide or verify birth date in mm/dd/yy format.

7. SUP PHONE: Provide or verify supervisor's phone number.

8. TERM DATE: If an employee has terminated service with the bureau, former supervisor please provide date of termination in mm/dd/yy format. Also indicate reason for leaving, if known, as follows: 1=left for another Treasury bureau, 2=left for another civilian agency, 3=left for DOD, 4=left for private industry, 5=retired, or 6=other reason, such as changed career fields or reason is unknown. If "6" is the selection, please explain in text.

9. GRADE: Provide or update grade and step in format GS(or GM)-xx-xx.

10. SERIES: Provide or verify series as 1102, 1105, etc.

11. SERIES DATE: In mm/dd/yy format, please provide the date you entered the 1102 or 1105 series. This should be the date that best indicates your years of experience

in the procurement profession. If you are not in the 1102 or 1105 series, provide the date you began to perform procurement duties as a regular part of your responsibilities.

12. **WARRANT NUM:** If you have been issued a warrant, provide the warrant number from the bottom right corner of the SF 1402.

13. **WARRANT LEVEL:** If you have a warrant, provide or verify the level:

    Level 1 - up to and including $25,000 open market
    Level 2 - up to and including $100,000 open market
    Level 3 - over $100,000 open market

14. **WARRANT DATE:** If you have a warrant, provide or verify date warrant was issued, in mm/dd/yy format.

15. **INSTRUCTOR CODE:** If you have been formally accepted in writing by the Departmental Office of Procurement as a member of the Procurement Instructor Team, answer "yes." Otherwise, leave blank.

16. **IDP DATE:** In mm/dd/yy format, please provide the date your most recent Individual Development Plan was signed by your supervisor. If you do not have a current IDP, indicate that you do not have one.

17. **CERTS:** If you have a <u>current</u> professional certification such as a CPCM, CACM, CPM, PPB, CPPO, or CPA, please indicate and provide a copy of your certification.

18. **EDUCATION LEVEL:** Indicate your highest level as follows:

    1 - No high school diploma or GED
    2 - High school or GED
    3 - Associate's degree
    4 - Bachelor's degree
    5 - Master's degree
    6 - Doctorate

Under "TRAINING HISTORY," please provide or verify the number of classroom hours and the fiscal year of all procurement training you have taken. You must have on file either a college transcript, a certificate of training, a completed SF 182 or other training form, or other official record to support your completion of training. However, do <u>not</u> forward proof of training taken prior to fiscal year 1987. For

fiscal year 1987 and subsequent training, please forward evidence of training completion.

Guideline for completing "TRAINING HISTORY:"

-- Do not cross out listed topics or substitute other topics over those printed. List any training not covered by the printed topics in the TEXT section.

-- The HOURS column should reflect the total hours for all courses pertaining to the particular topic. 3-credit hour college courses equal 40 hours of training.

-- The FY column should reflect the most recent date of training taken for the particular topic.

-- The following courses apply to your TRAC training history as follows:

Management of Defense Acquisition Contracts (Basic) = 40 hours of sealed bidding + 40 hours of contracting by negotiation + 40 hours of contract administration + 4 hours of ethics.

Management of Defense Acquisition Contracts (Advanced) = 40 hours of advanced contracting by negotiation + 40 hours of advanced contract administration + 4 hours of ethics.

The AFIT Contract Administration course offered in October and November 1987 by the Departmental Office of Procurement = 40 hours of contract administration + 40 hours of advanced contract administration + 2 hours of the Competition in Contracting Act.

Courses titled "Basic Procurement" count as 10 hours for small purchases + 15 hours for sealed bidding + 15 hours of contracting by negotiation.

Courses titled "Art of Negotiation," "Negotiation Workshop" or similarly and that addressed the techniques of negotiation or negotiation skills, count toward the techniques of negotiation topic.

Once a course has been applied to the required topics list in the TRAINING HISTORY section of your TRAC record, it should not be carried in the TEXT section of the record.

IRS only: Except for those who took TOPS in 1987, no

specific credit is given for the IRS TOPS course, pending revision to incorporate Treasury Departmental Procurement topics. If taken, TOPS should be listed, with the specific dates taken, in the TEXT section of questionnaire. For those who have taken the March 1987 (Dallas) + June 1987 (Washington) or the November 1987 (Washington) or the June 1988 (Washington) sessions, credit for Departmental topics will be given. Please check your TRAC records to make sure they are accurate with regard to TOPS credit and advise of any needed corrections, and include copies of certificates.

CHAPTER 9

PROCUREMENT CAREER MANAGEMENT BOARD

OBJECTIVE

The Treasury Procurement Career Management Board is established to assure that the procurement work force is prepared to meet the Department's program needs. The Board is responsible for establishing, managing, and evaluating career management initiatives designed to meet Treasury's occupational requirements. In addition, the Board has responsibility for:

- Defining the scope and functions of the Procurement Career Management Program as it evolves and progresses;
- Establishing policies and objectives that identify training and developmental needs of the work force and provide for career progression and mobility;
- Evaluating work force needs in terms of career ladders, staffing trends and composition, performance and skill requirements, equal employment opportunity and other duties assigned to them by senior management;
- Identifying resources needed to support career management activities; and
- Evaluating the Procurement Career Management Program's effectiveness by December 31 of each year for submission of an annual progress report to the Assistant Secretary of the Treasury (Management).

STRUCTURE

The Procurement Executive, who is the Director, Departmental Office of Procurement, will chair the Board. The Manager, Procurement Career Programs, on the staff of the Procurement Executive, will organize the Board's activities, maintain records of the Board's actions, and organize staff and other resources to establish and implement the Career Management Program. The Board will be composed of five Treasury chief procurement officers to be appointed on a fiscal year basis and selected by the Procurement Executive. Representation shall be distributed among the bureaus reporting to the:

Deputy Secretary
Treasurer of the United States

Assistant Secretary (Enforcement)
Fiscal Assistant Secretary

The Directors of the Office of Personnel and Equal Opportunity Programs are to designate permanent advisors to the Board to give technical advice.

The Board may establish ad hoc working committees consisting of representatives from Treasury bureaus and offices. The committees will assist the Board in establishing, implementing, and managing the Procurement Career Management Program.

The Board will meet at least quarterly, and a quorum will be established with four of its six members.